



Graduate Certificate in Tertiary Learning and Teaching (Level 7)

Learner Centred Learning

LT701001 2010

Course Outline

March 23rd to June 25th 2010

Co-Facilitators: Heather Day (H101) Ph 021 735 216 Speed Dial 9336
Email: Heather.Day@op.ac.nz (available before 3pm Mon to Fri)

Kate Timms-Dean (H100)
Email: Kate.Timms-Dean@op.ac.nz

SMS Code: LT701001
Total Learning Hours: 100
Contact Hours: 30 Self Directed Hours: 70

Introduction

Welcome to Creating Learner Centred Learning Environments.

This course is offered in a blended delivery form through a mix of 7 workshops, self directed learning and online learning.

Course information and content can be found on the website

http://www.wikieducator.org/Learner_Centred_Learning

The online discussions for this course can be accessed on <http://moodle.op.ac.nz>

Contact Heather Day initially if having any difficulty accessing these sites.

Aims

To examine adult learning approaches and explore how underpinning theories, principles and practices can be used to create learner centred environments that enable all students to achieve successful learning outcomes in a variety of contexts.

To facilitate learning by adopting and fostering active, interactive and deep learning strategies which support meaningful interaction with concepts, materials, activities and people.

Learning Outcomes

At the successful completion of this course, participants will be able to:

1. recognise, value and utilise students' cultural orientation, prior learning and learning styles by providing a diverse range of opportunities to encourage deep learning;
2. adopt sound pedagogical practices that reflect a comprehensive understanding of adult learning approaches needed to engage learners and maintain this engagement, e.g. action learning, project based learning, self directed learning (e.g. individual or group learning contract), scenario based learning;
3. integration of theoretical knowledge into learning and teaching practices;
4. transfer adult learning and teaching principles into a specific subject/work context, e.g. workshop, art studio and hospital, by creating and critiquing a learning sequence covering a specific topic;
5. utilise a range of electronic communication methods including a Learning Management System for learning and teaching purposes.

Content

Timeframe	Contact Time	Focus
Mar 23 - Mar 28	WS Mar 23 (H606) OL	What is learner centred learning?
Mar 29 - Apr 18 (includes 2 week break)	WS Mar 30 (H606) OL	Reflection and Reflective Practice
Apr 19 - 25	WS Apr 20 (H606) OL	Learning Sequences Use of self and resources
Apr 26 - May 2	WS Apr 27 (G104) OL	Learning in Context
May 3 - 9	WS May 4 (H513) OL	Adult learning theories, principles and practices
May 10 - 16	WS May 11 (H311) OL	Adult learning theories, principles and practices
May 17 - June 25	WS May 18 (H311) OL	Open Discussion Self Directed Work

WS: workshop

OL: online

Assessment

There are three assessment tasks that must be presented for marking in this course.

NB: Work submitted later than the due date without a previously arranged extension will not receive feedback.

To pass this course:

Participants must undertake and successfully complete the 3 assessments

- 1. Learning centred learning discussion (online discussion)** - 31 May 2010
Contributing to online discussion
- 2. Critical review of teaching practice (written assessment)** - 17 May 2010
Exploring your own teaching practice
(or alternative / combined options if you are doing or have completed the Gaining Foundation Skills course)
- 3. Teaching philosophy (your choice of presentation format)** - 21 June 2010
Exploring your teaching beliefs

1). Learning centred learning discussion (online discussion)

Activity:

Participate in the online discussions on the Learner Centred Learning [Moodle](#) site sharing your thoughts and experiences related to the topics that are discussed.

Assessment:

Whilst participating in the online discussions 3 of your postings must meet the following assessment criteria:

Marking Criteria:

Achievement of the following criteria will result in a successful pass for this assessment:

- ✓ Acknowledge relevance to your own teaching context
- ✓ Be supported with literature &/or examples

Due Date: three contributions meeting the above criteria must be posted on [Moodle](#) under LCL Online Discussions by

Monday 31 May 2010

2). Critical review of teaching practice (written assessment)

Assessment:

Submit a written critique of your learner centred teaching approach in a teaching session you have facilitated.

Include a copy of the written feedback from the observer – see the process outlined below.

(Word count guide = 600 to 1200 words for the critique)

Process:

1. Develop and facilitate a learner centred learning session
2. Have an observer present during this session. The observer will be required to give you written feedback on this session. (Full guidelines for the observer will be available)
3. Write a critique of your learner centred approach in the facilitation of this session and include comment on the feedback from your observer.

The critique should include comment on:

- the context (who, where, when, what)
- your facilitation approach and style - including acknowledgment of the learner centred learning approaches used and your rationale for using these
- any potential changes you would make to improve your approach and your rationale for these changes
- the observer's feedback and your thoughts on this.

NB: Critical discussion and reflection involve a depth of thought that considers a variety of perspectives including your own. Critical in this sense refers to reviewing or analysing in depth, it does not mean focusing on negativity.

Marking Criteria:

Achievement of the following criteria will result in a successful pass for this assessment:

- ✓ Description of the learning session including context
- ✓ Well supported critical reflection on your own facilitation style and approach (what you did and how)
- ✓ Well supported consideration of student diversity (cultural, learning and other)
- ✓ Critical reflection on any potential changes
- ✓ Consideration of the observers feedback
- ✓ Discussion throughout is well supported with literature sources
 - Word processed with specific and consistent referencing (preferably APA style)
 - Material well structured and presented
 - Written feedback from observer included

Due Date: must be completed and submitted by **Monday 17 May 2010** (but can be completed earlier)

Submit by email or in hard copy to Heather Day

Alternative Assessment 2 options

Copies of the other assignment 2 options are available on Moodle or from Heather Day

Combined assessment

This assessment is for those doing the Gaining Foundations Skills for Learning and Teaching course concurrently with this Learner Centred Learning Course, combining the second assessment from the GFS course with the second assessment from the LCL course.

Alternative assessment

This assessment is for those who have completed the Gaining Foundations Skills for Learning and Teaching course previously and it builds on the work that you have already done. You will need to find your copy of the teaching practice assignment that you did in the GFS course.

3). Teaching philosophy (your choice of presentation format)

Assessment:

Identify the concepts/beliefs that are central to your teaching philosophy.

Choose one of those concepts/beliefs and critically discuss the relevance and application of that concept/belief to the way that you support learner centred learning.

Marking Criteria:

Achievement of the following criteria will result in a successful pass for this assessment:

- ✓ Several concepts of your teaching philosophy clearly identified
- ✓ One concept clearly singled out
- ✓ Relevance of that concept to your teaching practice critically explored
- ✓ Application of that concept to your teaching practice supported with example/s
- ✓ Clear evidence of wider reading/research
- ✓ Referenced material clearly recorded

NB: this assessment can be presented in any recordable format of your choice ie, written form, audio tape, MP3, video, blog, PowerPoint, poster – go with whatever format suits you best as long as all criteria are met and the format can be easily accessed by the assessor.

(Purely as a guide: if written approx 800 words)

Due Date: must be completed and submitted by **Monday 21 June 2010**

Submit chosen format to Heather Day

Grading: As the emphasis is on learning process rather than outcome there are 2 grades only in this course:
passed or not passed

Recommended Reading

These are very useful and I would highly recommend dipping into these resources:

Bishop, R., & Glynn, T. (1999). *Culture counts: Changing power relations in education*. Palmerston North: Dunmore Press.

Brown, S., & Race, P. (1998). *The lecturer's toolkit*. London: Kogan Page.

Fry, H., Ketteridge, S., & Marshall, S. (1999). *A handbook of teaching and learning in higher education*. London: Kogan Page.

McDrury, J., & Alterio, M. (2003). *Learning through storytelling in higher education: Using reflection and experience to improve learning*. London: Kogan Page.

Zepke, N., Nugent, D., & Leach, L. (Eds.). (2003). *Reflection to transformation: A self-help book for teachers*. Palmerston North, New Zealand: Dunmore Press.